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33 Reading Instruction Research for English-Language Learners in Kindergarten through Sixth Grade: The Last Twenty Years34 Interventions for the Deaf and Language Delayed; Part VI: Studying Reading Disabilities; 35 Teacher Research on Reading Difficulties; 36 Single-Subject and Case-Study Designs; 37 Experimental and Quasi-Experimental Designs for Interventions; 38 Observational Research; 39 Large Database Analyses; 40 Policy, Research, and Reading First; 41 Meta-Analysis of Research on Children with Reading Disabilities; 42 Interpretive Research; Epilogue; About the Authors; Index

Sommario/riassunto	Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but fro